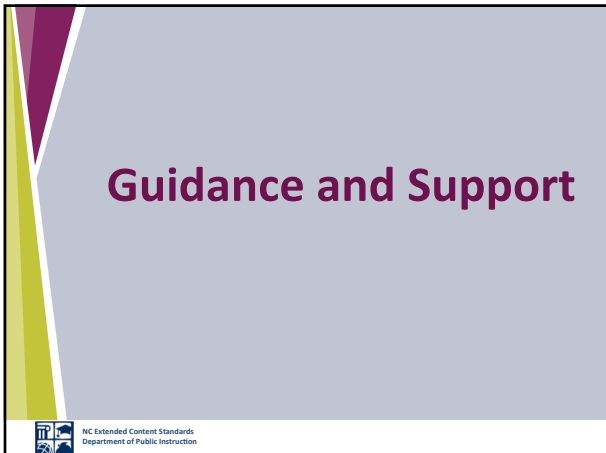


Agenda

- Instructional Implications
 - Continued Expectations
 - Guidance and Support
 - Complexity
 - Language and Communication



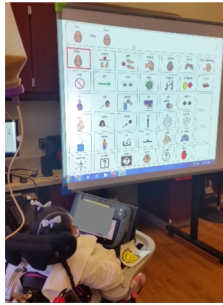






Guidance and Support

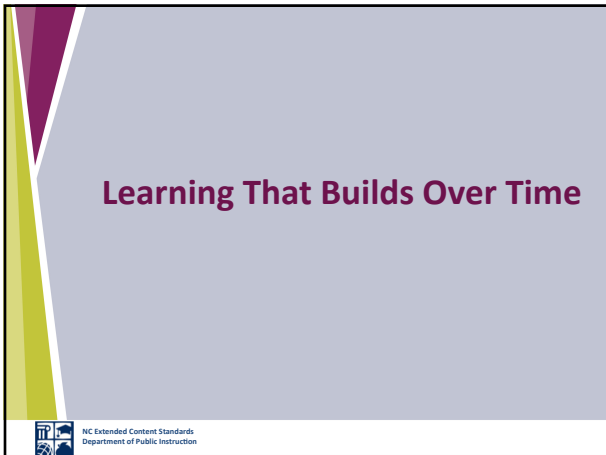
Teacher provides informative feedback: "Ayana, I see you said like. LIKE. (*Points to LIKE on core vocabulary*)" "Like. You LIKE (*points to LIKE*) the machine."




Activity

Cueing or Prompting


What Didn't Change?




Learning That Builds Over Time

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Anchor Standard RL.1 - Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

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RL.K.1. With guidance and support, identify details in familiar stories.

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RL.6.1 Determine what a text says explicitly as well as what simple inferences must be drawn

RL.11-12.1. Analyze a text to determine its meaning and cite textual evidence to support explicit and implicit understandings.

Application of Knowledge and Skills

Familiar Texts



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Unfamiliar Texts




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Application of Knowledge and Skills



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Active Participation and Interaction



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Ongoing Comprehensive Instruction


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Meeting Student Needs

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Adapted Book "Jo"

This book was modified for training purposes. The book on Tar Heel Reader is longer.




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Jo was a teenage girl.



Jo liked to write.

8



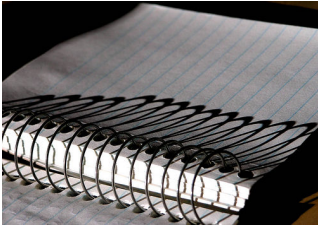
Jo wrote many short stories.



Jo sent her short stories to newspapers.



Jo wrote a book.



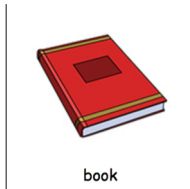
Jo was a famous author. Jo was ready to write something new.

IDENTIFY

Real Book



Symbol of Book



book



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IDENTIFY



write



book



girl



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Adapted Book

"Tom's Adventurous Day"

This book was modified for training purposes. The book on Tar Heel Reader is longer.

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Tom had an adventurous day.

Tom started the day eating strawberry jam.



Aunt Polly did not want Tom to eat strawberry jam.



Then Tom was supposed to go to school.



Aunt Polly wanted Tom to go to school.



Tom went out after dinner. Tom came home very dirty.



Aunt Polly did not want Tom to get so dirty.



Aunt Polly made Tom take a bath.



Then Aunt Polly told Tom to go to bed. Tom had a long, adventurous day.

RECOUNT



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RECOUNT



Setting



Event



Character

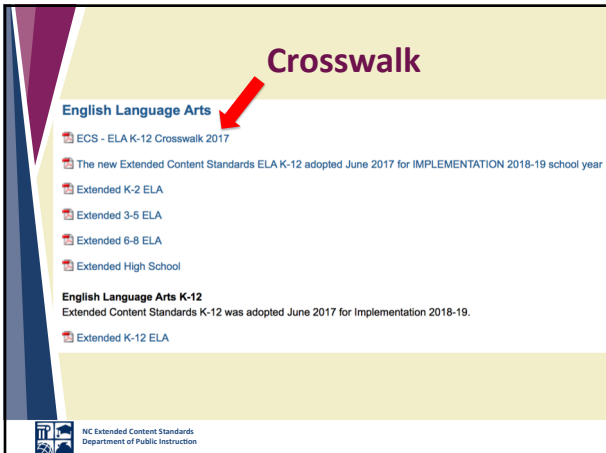


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Language and Communication Embedded in All Standards

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Crosswalk

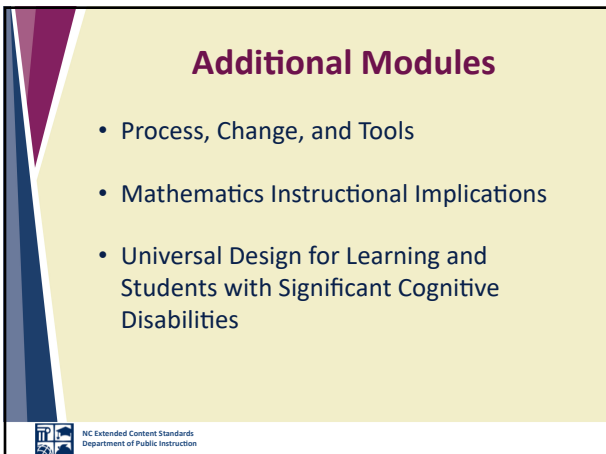
English Language Arts

- ECS - ELA K-12 Crosswalk 2017
- The new Extended Content Standards ELA K-12 adopted June 2017 for IMPLEMENTATION 2018-19 school year
- Extended K-2 ELA
- Extended 3-5 ELA
- Extended 6-8 ELA
- Extended High School

English Language Arts K-12
Extended Content Standards K-12 was adopted June 2017 for Implementation 2018-19.

- Extended K-12 ELA

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Additional Modules

- Process, Change, and Tools
- Mathematics Instructional Implications
- Universal Design for Learning and Students with Significant Cognitive Disabilities

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THANK YOU!

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